Aboriginal Education Enhancement Agreement Annual Report 2012 - 2013

"We envision Aboriginal students who are successful and confident; have pride in their cultural heritage, unique gifts, strengths and abilities. We are committed to a community that acknowledges honours and respects, the diverse culture of our Aboriginal students, families and Elders."

Revelstoke Board of Education

We respectfully honour and acknowledge Aboriginal people, recognizing that our students come to us with Aboriginal ancestry from a variety of ancient homelands.

Foreword

The Aboriginal Education Enhancement Agreement Annual Report reviews the implementation of the Aboriginal Education Enhancement Agreement and the resultant success of Aboriginal students in our district. We continue to make improvements to the programs we are offering throughout the District, with the goal of improving the achievement levels of Aboriginal students. High levels of collaboration and open communication allows the Aboriginal Education Advisory Committee to focus on aboriginal student achievement.

Revelstoke is located on the Trans Canada Highway adjacent to the Okanagan and Kootenay regions. We are a vibrant, historic mountain community of 7,139. Our school district serves approximately 1000 full-time equivalent students in three elementary schools and one high school, all within the city of Revelstoke. We support a wide range of students with unique needs and take pride in the achievement of these students. Approximately twelve percent of our student population is of Aboriginal descent, most of whom are non-status.

Arrow Heights Sharing

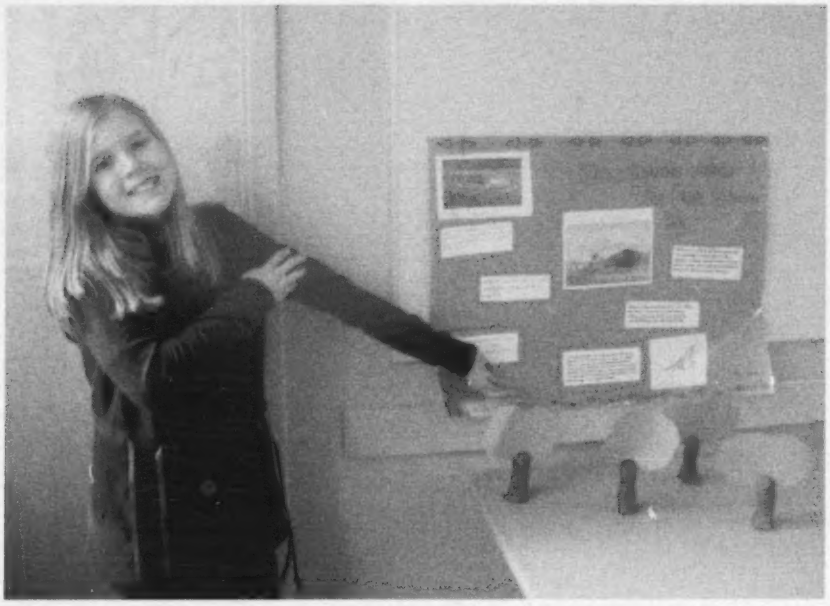
Background : Our Enhancement Agreement

The Revelstoke Board of Education has been fortunate to have a long standing Aboriginal Education Advisory Committee that works with high levels of collaboration and consensus. One original member is still active on the committee has contributed since its inception November 19th, 1996. The committee works hard to honour the traditional teachings and wisdom of our Elders, the unique qualities of all of our Aboriginal students and the history and culture of the nations' territory on which we reside. Historically this committee has guided expenditures, programs and services supported by the Ministry of Education and oversees the enhancement agreement implementation process and annual report.

The Aboriginal Education Advisory Committee

Our Enhancement Agreement represents a commitment between the School District of Revelstoke and the Aboriginal community to communicate and collaborate with the shared goal of improving the educational achievement of all Aboriginal students. Thank you to the committee for the contributions to the lives of our students!

Committee Person	Connection
Lynne Barisoff	Supervisor of Aboriginal Student Services
Michelle Cole	Aboriginal Education Advisory Committee Member
Anne Cooper	Superintendent of Schools, School District #19 (July–December)
Mike Hooker	Superintendent of Schools, School District #19 (January-June)
Bryan Dubasov	Trustee, Board of Education
Mauro Morrone	Trustee, Board of Education
Lisa Moore	Elementary Aboriginal Student Assistant
Margaret Verhaeghe	Aboriginal Education Advisory Committee Chairperson
Tabatha Jones	Aboriginal Education Committee Member

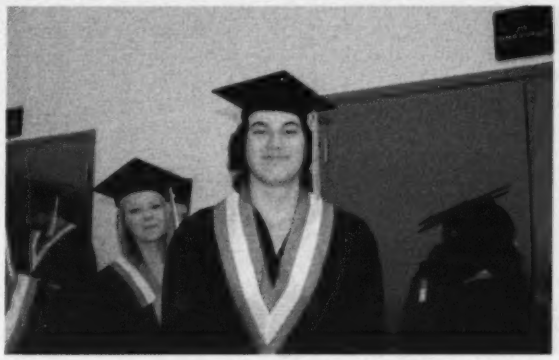


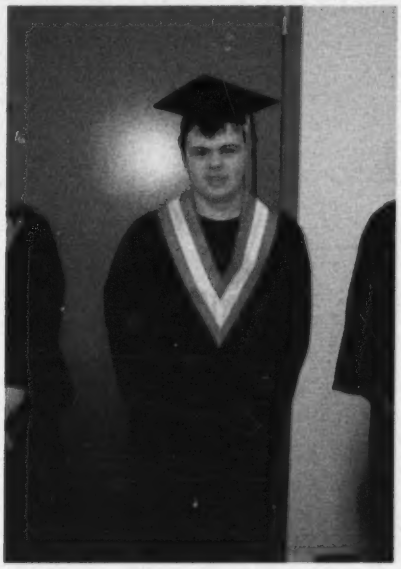
Grade 6 student's research project

"I enjoy this course because I can be myself." "Aboriginal Educations give me a great view of my culture and ancestry." "Even though much knowledge of my ancestry is lost to me, I always feel like I fit in with everyone here. It is a place we can talk, calm down, and get the job done."

- RSS Student

Future Generations





Grade 12 Graduation 2012

Each year the Aboriginal Advisory committee offers three Bursaries for Aboriginal students worth $500.00 each. All students who are graduating are encouraged to apply. All students of First Nations or Aboriginal ancestry receive a gift of a blanket at the Graduation Ceremony. Metis students receive a gift of a sash. For girls, sashes are worn over the left shoulder, for boys, sashes are tied around their waists. The graduates receive the sash or blanket to recognize the hard work and effort put into achieving graduation.

Aboriginal Student Enrolment

In British Columbia, an Aboriginal student is one who self-identifies (or is identified by parents or guardians) as being of Aboriginal ancestry. The term *Aboriginal* consists of people of First Nations, Metis, Inuit, Non-status and Status off-reserve.

In Revelstoke, Aboriginal ancestry is identified on a voluntary basis. By self-identifying, additional school-based programs may be offered.

	September 28, 2012
Aboriginal Ancestry	118 students, 11.6% of total enrolment

Students attending the Career Exploration field trip in March, 2013 at Salmon Arm at the Okanagan College Campus.

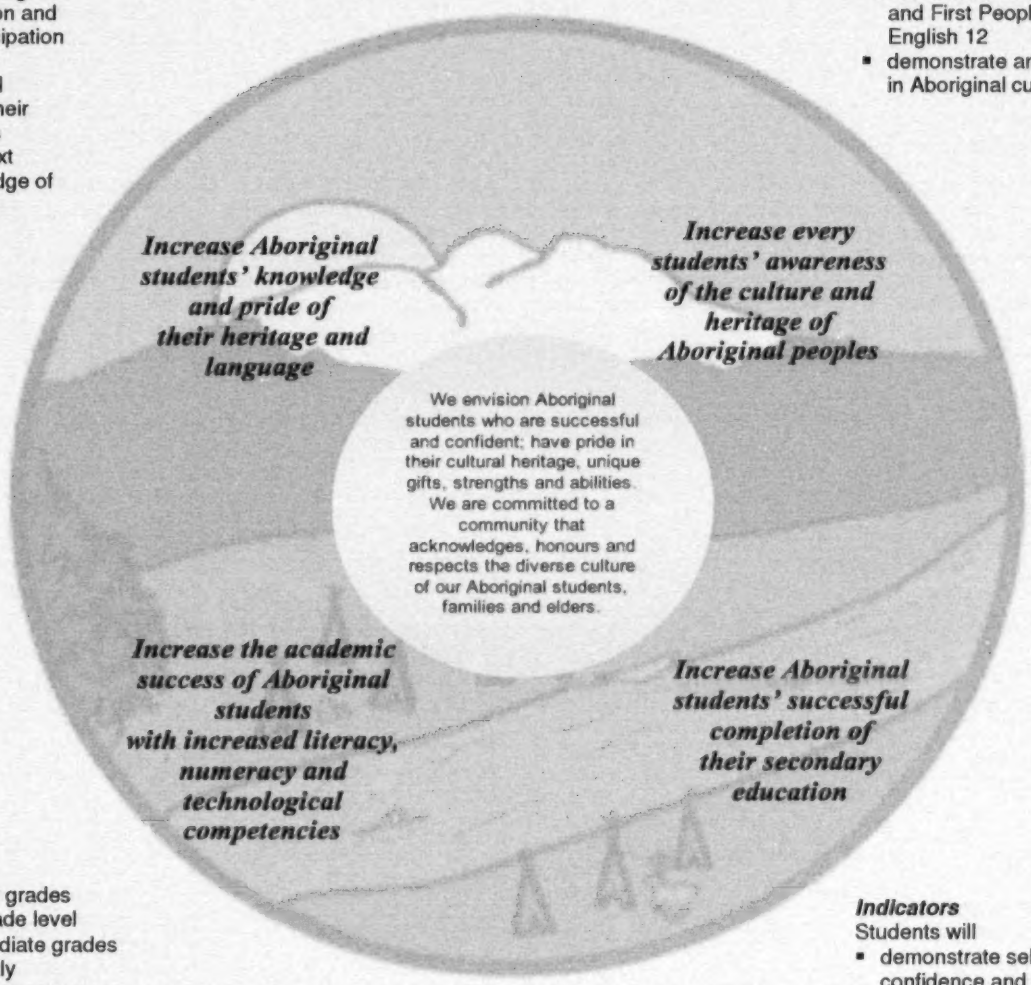
"It has been wonderful developing a real connection with these students over the years. It is truly unique to experience the comfort level that we have with one another."
"I like the Aboriginal Education Program and support block because it connects me to students and makes me look further into my values regarding education."

- Teacher/Counsellor

Mission Statement, Goals, and Indicators

Indicators
Students will
- demonstrate a willingness to be recognized through self-identification and voluntary participation in activities
- attain individual knowledge of their heritage and its historical context
- access knowledge of their language

Indicators
Students will
- participate in Aboriginal events
- enroll in First Nations 12 and First Peoples English 12
- demonstrate an interest in Aboriginal culture


Increase Aboriginal students' knowledge and pride of their heritage and language
Increase every students' awareness of the culture and heritage of Aboriginal peoples
We envision Aboriginal students who are successful and confident; have pride in their cultural heritage, unique gifts, strengths and abilities. We are committed to a community that acknowledges, honours and respects the diverse culture of our Aboriginal students, families and elders.
Increase the academic success of Aboriginal students with increased literacy, numeracy and technological competencies
Increase Aboriginal students' successful completion of their secondary education

Indicators
Students will
- leave primary grades reading at grade level
- leave intermediate grades reading fluently
- demonstrate competence in numeracy leaving the primary grades
- demonstrate competence in numeracy leaving the intermediate grades
- demonstrate competence utilizing technology
- demonstrate the motivation, confidence and skills to enroll in and successfully complete Math 12, English 12 and First Peoples English 12

Indicators
Students will
- demonstrate self-esteem, confidence and feelings of success
- successfully transition from grade to grade
- develop a plan to further their education training and/or entering the workforce
- achieve a Dogwood Diploma, School Completion Certificate, or Adult Dogwood Diploma

Progress Toward Goals

Goal: Increase Aboriginal students' knowledge and pride of their heritage and language.

Commitment Statement

To increase Aboriginal students' knowledge and pride of their heritage and language, we are committed to

- enabling Aboriginal students to learn about and share their cultures with others
- building closer connections with Aboriginal families and communities
- inspiring and providing opportunities for all educators to become familiar with Aboriginal content, resources and strategies

Indicators

Students will

- demonstrate a willingness to be recognized through self-identification and voluntary participation in activities
- attain individual knowledge of their heritage and its historical context
- access knowledge of their language

Evidence

- ratio of participants in the blanket/sash presentation at the graduation ceremony

Performance Indicators / Evidence	Results
# of Graduating Aboriginal students who participate in the Blanket/Sash Ceremony	2007/2008: 10 of 10 2008/2009: 10 of 10 2009/2010: 9 of 9 2010/2011: 5 of 5 2011/2012: 4 of 4

- ratio of students who will identify specifically by their nation and history

Performance Indicators / Evidence	Results
# of Aboriginal students in grades K-7 who identify their heritage	2009/2010: 50 of 63 2010/2011: 36 of 73 2011/2012: 41 of 73 2012/2013: 42 of 64
# of Aboriginal students in grades 8-12 who identify themselves specifically by their nation and history – RSS	2009/2010: 19 of 39 2010/2011: 26 of 44 2011/2012: 24 of 44 2012/2013: 46 of 48

Strategies

- enhanced process for self identification during registration and ensuring contact with Aboriginal Education staff
- continue to use parent and student information brochure
- distribute information to individuals regarding heritage
- provide educational experiences and opportunities for students to learn about their heritage
- identify local resources/people
- develop student genealogies
- determine the language needs of students
- actively encourage Elder mentorship

Outcomes

- number of students acknowledging and identifying their heritage has increased
- number of students involved in events is being tracked
    - number of events at RSS – 31
    - number of participants – total 374
    - number of participants that were Aboriginal – total 97
- a list of Aboriginal resources is complete and will be reviewed by Aboriginal Education Committee
- a list of student's Aboriginal heritage is maintained
- Elder presence in schools
- students are supported as they explore their ancestry

The Aboriginal Support Block of Revelstoke Secondary School

Goal: Increase every students' awareness of the culture and heritage of Aboriginal peoples

Commitment Statements

To increase all students' awareness of the culture and heritage of Aboriginal peoples, we are committed to

- engaging all students in learning opportunities; showcasing and interpreting Aboriginal cultures and heritage

Indicators

Students will

- demonstrate interest and gain knowledge of Aboriginal cultures
- participate in activities that increase awareness
- enroll in First Nations12 and First Peoples English 12

Evidence

- description of events that provide for inclusive participation

Elementary Activities	Secondary Activities	First Nations 12 Activities	Community Activities
▪ National Day of Healing and Reconciliation ▪ National Aboriginal Day Potluck ▪ Recess/lunch programs - Soapstone carving - District-side beadwork quilt project - Developing knowledge of various aboriginal groups – Metis, West Coast, Inuit ▪ One on One support ▪ Individual research projects ▪ Dance/theatre workshop ▪ Classroom development - Project of Heart (recognizing residential schools) (gr. 4,5,6,7) - identifying edible and useful plants walk (gr. 5,7) - R.H. Vickers art project (gr. 4) - making a drop spindle and learning to spin project (gr. 6) - talking stick projects (K, gr. 1/2) - Aboriginal governance study - storytelling	▪ National Day for the Elimination of Racism Campaign ▪ Aboriginal Support Block 8 – smudge ceremony, pine needle baskets, talking circle, Project of Heart, Okanagan Indian Band Field trip, Career Exploration field trip ▪ Fruit and Vegetables Program ▪ Bursaries to 3 graduating students ▪ Blanket/Sash gifts at grad ceremony ▪ One on One support ▪ Scholarship/Bursary information ▪ Post Secondary Information ▪ Band funding ▪ Parent contact throughout the year ▪ Lunch Program ▪ Beading class ▪ Okanagan Indian Band Field trip ▪ Project of Heart ▪ Oral Narratives ▪ Career Exploration Field trip to Salmon Arm campus of Okanagan College	▪ Medicine Wheel ▪ Pine needle baskets ▪ Oral Narratives ▪ Spirit stones ▪ Smudge ceremony	▪ Carousel of Nations ▪ Red Sky Performers ▪ Embrace BC

- enrolment in First Nations 12 and First Peoples English 12

Year	First Nations 12 Students	First Peoples English 12	Total Grade 12 Enrolment
06/07	45	n/a	107
07/08	29	n/a	86
08/09	35	0	91
09/10	28	0	93
10/11	18	0	81
11/12	24	0	91
12/13	27	0	90

Strategies

- provide a broad range of events
- actively facilitate Elder/student mentorship opportunities
- continue to offer First Nations 12
- promote First Peoples English 12 through Distance Education – supported through Revelstoke Secondary School
- invite Aboriginal author in to do Book Talk/Sharing
- provide Aboriginal club at recess and lunch at elementary schools
- showcase Aboriginal posters, displays, announcements and awards
- update School District website link – minutes, Enhancement Agreement
- develop Aboriginal Education newsletter items for school newsletter
- continue presentations at elementary assemblies
- recognition of aboriginal protocol at key district events
- Aboriginal student presentations/ performances
- solicit student feedback regarding activities

Outcomes

- event held for all grade levels
- multi-age activities facilitated
- course completion rate in First Nations 12 reviewed
- First Peoples English 12 at Revelstoke Secondary School promoted
- provide a rich visual presence in schools
- update website with engaging visuals
- Aboriginal Education newsletter inclusions for each season (fall, winter, spring)
- monthly presentations at each elementary school
- Aboriginal protocol at special events: Elementary- Christmas concert, awards. Secondary-graduation, awards day, groundbreaking, National Day of Healing and Reconciliation, and Aboriginal Day.
- Aboriginal Education presentations and performances during assemblies

Goal: Increase Aboriginal students' successful completion of their secondary education

Commitment Statements

To increase Aboriginal students' successful completion of their secondary education, we are committed to

- supporting the social, emotional, cognitive, physical and spiritual individuality of Aboriginal students
- welcoming family involvement through a variety of activities
- acknowledging and embracing Aboriginal students' successes

Indicators

Students will

- demonstrate self-esteem, confidence and feelings of success
- successfully transition from grade to grade
- develop a plan to further their education, training and/or entering the workforce
- achieve a Dogwood Diploma, School Completion Certificate or Adult Dogwood Diploma

Evidence

- ratio of Aboriginal students who transition to a higher grade

		District	
Transition to a higher grade from:	School Year	Total Students in Grade	Transition #
Grade 7	06/07	7	7
	07/08	11	11
	08/09	12	11
	09/10	10	10
	10/11	11	11
	11/12	9	9
Grade 10	06/07	13	10
	07/08	9	6
	08/09	10	8
	09/10	8	8
	10/11	9	9
	11/12	13	12
Grade 11	06/07	13	10
	07/08	9	8
	08/09	10	8
	09/10	10	10
	10/11	7	5
	11/12	12	12

Arrow Heights student presentations

Performance Indicators / Evidence	Results
# of Graduating Aboriginal students pursuing post-secondary education	2009/2010: 4 of 10 2010/2011: 2 of 5 2011/2012: 1 of 4

- numbers of Aboriginal students who graduate with a Dogwood Diploma or a school completion certificate

Year	Total # of Aboriginal Students	Students Achieving a Dogwood	Students Achieving a School Completion Certificate	Adult Dogwood
03/04	7	6	n/a	n/a
04/05	11	6	1	n/a
05/06	15	10	1	n/a
06/07	13	11	1	n/a
07/08	10	8	1	1
08/09	13	10	n/a	n/a
09/10	10	7	1	2
10/11	7	5	n/a	n/a
11/12	4	3	1	0

Strategies

- provide teacher in-service related to self-esteem, confidence, instructional strategies, etc.
- determine individual student's motivation and passions and support students individual strengths

- provide individualized support to students
- broaden awareness of what is available – career awareness; financial supports; – and assist with applications
- provide advocacy as necessary
- ensure all Aboriginal youth have wrap around support services to be successful

Outcomes

- student attendance reports reviewed regularly
- opportunities for one-to-one interaction to determine motivation and passion
- regular meeting with Aboriginal Support Worker and administration to discuss student needs
- Aboriginal students attended post-secondary and career fairs
- students access links provided on Revelstoke Secondary School website to assist transitioning beyond high school
- a regular summary of advocacy efforts
- track and report assistance with applications to post secondary annually
- number of eligible graduates increased
- graduation completion rates increased
- anecdotal data is collected for non-graduates to assist with planning
- ratio of Aboriginal students who have made an application for a scholarship/bursary or made an application for post secondary education/training is increased

Lunch program at Begbie View Elementary

Goal: Increase the academic success of Aboriginal students with increased literacy, numeracy and technological competencies

Commitment Statements

To increase the academic success of Aboriginal students with increased literacy, numeracy and technological competencies, we are committed to:

- identifying and addressing the individual wants and needs within each of our Aboriginal student's context.
- nurturing self-motivation to enhance individual successes.

Indicators

Students will:

- leave primary grades reading at or above grade level
- leave intermediate grades reading fluently
- demonstrate competence in numeracy leaving the intermediate grades
- demonstrate competence utilizing technology
- demonstrate the motivation, confidence and skills to enroll in and successfully complete Applications or Principles of Math 12, English 12 and First Peoples English 12

Evidence

- ratio of Grade 3 students reading at grade level

Performance Indicators / Evidence	Results
District Reading Assessment – PM Benchmarks, meeting or exceeding – Grade 3	2006/2007: 7 of 8 2007/2008: 6 of 9 2008/2009: 5 of 7 2009/2010: 8 of 9 2010/2011: 8 of 8 2011/2012: 8 of 8 2012/2013: nya*

- ratio of Grade 7 students reading fluently

Performance Indicators / Evidence	Results
District Reading Assessment – G.O.R.T., meeting or exceeding – Grade 7	2006/2007: 7 of 7 2007/2008: 8 of 10 2008/2009: 6 of 10 2009/2010: 9 of 11 2010/2011: 10 of 12 2011/2012: 7 of 9 2012/2013: nya*

* data not yet available

The Aboriginal Education Support Class at Revelstoke Secondary School provides a unique opportunity to connect Aboriginal students with their ancestry, while also meeting curricular learning outcomes. Talking circles, field trips and various creative and hands on activities supplement curricular assignments.

- ratio of Grade 7 students meeting or exceeding numeracy expectations on the Foundations Skills Assessment

School Year	# of Aboriginal Students Assessed	# of Aboriginal Students Meeting or Exceeding Expectations
06/07	7	5
07/08	8	7
08/09	12	10
09/10	10	7
10/11	12	7
11/12	7	2
12/13	nya	nya

- successful completion of Math and English at the Grade 12 level

			District	
Subject	School Year	# of Aboriginal Students	# of Aboriginal Students C- (Pass) or Better	# of Aboriginal Students C+ (Good) or Better
English 10	06/07	11	8	4
	07/08	12	11	5
	08/09	9	9	5
	09/10	6	6	2
	10/11	8	8	5
	11/12	9	7	5
English 12	06/07	8	8	5
	07/08	6	6	4
	08/09	7	7	5
	09/10	3	3	3
	10/11	7	7	6
	11/12	1	1	0
Mathematics 12	06/07	3	3	2
	07/08	1	1	0
	08/09	4	4	2
	09/10	1	0	1
	10/11	3	3	1
	11/12	0	0	0

Strategies

- provide individualized support
- provide in-service to staff regarding effective uses for technology
- facilitate on-line learning regarding culture and language
- develop technological competencies to support aboriginal programs
- ensure students have pre-requisite skills to ensure options beyond graduation

Outcomes

- students demonstrate meeting grade level reading levels on PM Benchmarks
- students meeting grade level reading levels on Grey Oral Reading Test
- students meeting or exceeding grade level achievement on end of year report cards
- students achieving C+ or better on end of grade 7 report card marks
- technology in-service provided for staff
- develop a list of suitable sites of Aboriginal resources for students
- technology is integrated and in Aboriginal programming
- monitor completion of the following graduation completion courses: English 10, Application and Workplace Math 10, Foundations of Math 10
- students are aware of course pathing in grades 10–12

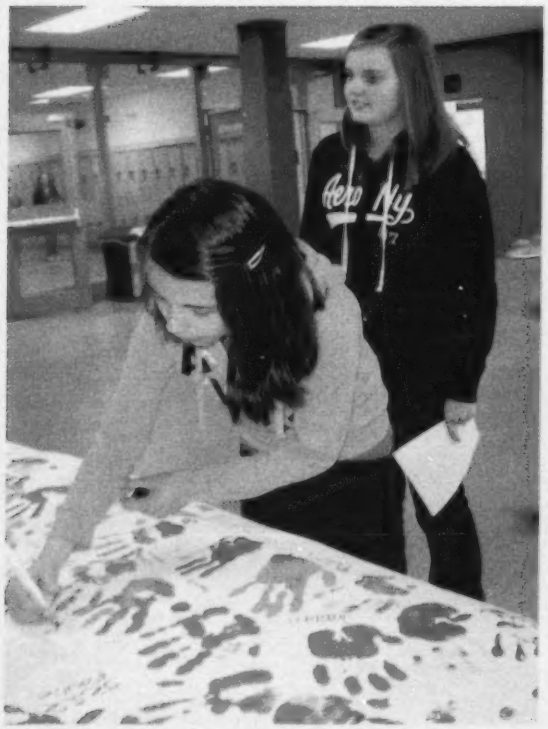
Students receive "Aboriginal Student Recognition Award" in June 2012 at RSS awards day ceremony honouring their good work ethic and for being an Aboriginal role model to others.

Highlights

Students attending luncheon at Salmon Arm Okanagan College, Career exploration day.

Student at Sky Trek field trip. Students gain confidence from completing the difficult climbing course and learn to trust their skills and intuition.

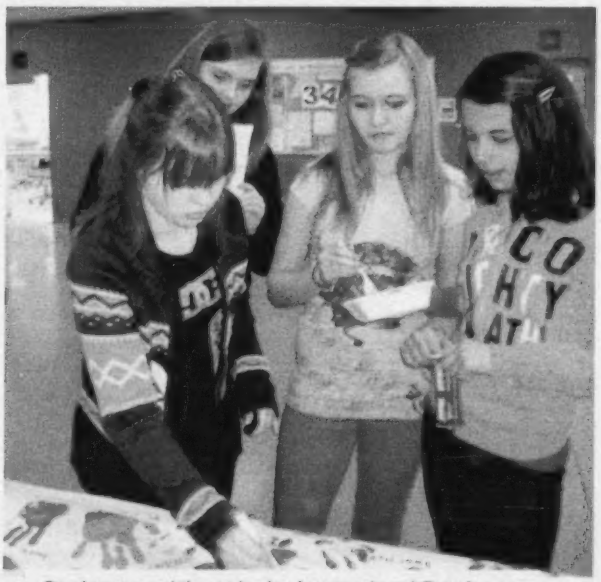
Students are listening to the shop professor at the Salmon Arm campus of Okanagan College. Students discover different careers that are available.



Students participate in the International Day for the Elimination of Racism Event in the common area at RSS.

An RSS student shows her painting emulating Roy Henry Vickers. This lesson was part of the First Nations Independent Studies course. This is a locally developed course by Lynne Barisoff and Lissa Cancilla-Sykes.

Student drawing a message of hope on one of the tiles for "Project of Heart". Classes at RSS learn about residential schools and send messages of hope to survivors. RSS was selected to study about All Hallows School in Yale, BC.



Students participate in the International Day for the Elimination of Racism Event in the common area at RSS.

Student participating in the "Sky Trek Field trip of Mastery".

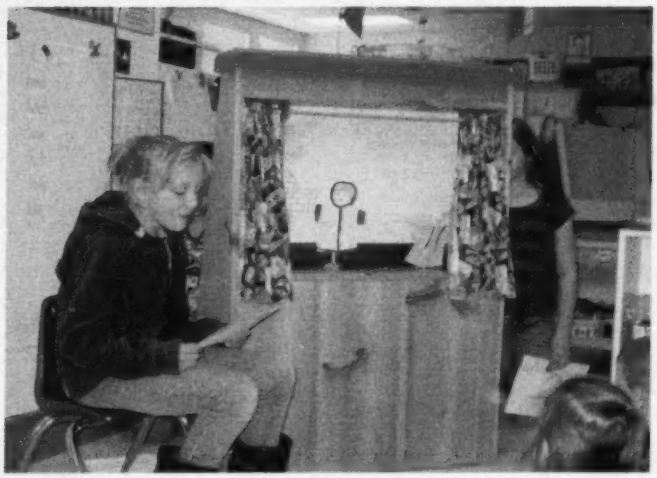
Aboriginal students and First Nations 12 students attend Okanagan Indian Band Field Trip, October 2012.

"We are very proud of the progress Revelstoke has made over the past 16 years. Never before have so many Revelstoke students explored their own ancestry".

- Committee Member

Summary

The 2012-2013 Aboriginal Enhancement Annual Report is intended to provide an overview of the implementation of our Enhancement Agreement during the 2012 - 2013 school year. This report has been prepared to communicate and create an ongoing awareness of the Aboriginal Enhancement Agreement, to establish targets and develop an annual work plan. This process reflects an opportunity to renew our commitment to Aboriginal students and to improving their experiences and achievement in School District No. 19. The success of our efforts can only truly be seen in the success of our Aboriginal students.



Puppet show at Arrow Heights Elementary

Students attending luncheon at Okanagan College in Salmon Arm, during a Career Exploration field trip.

"Let us learn what we forgot."

- Gr. 10 Student